



## Midland Elementary

3011 Nichols Hwy.  
Galivants Ferry, S.C.

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	518 Students	
<b>Principal</b>	Jennifer Parker	843-358-3036
<b>Superintendent</b>	Dr. Cynthia Elsberry	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Average</b>
2008	Good	At-Risk
2007	Good	Good
2006	Good	Good
2005	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

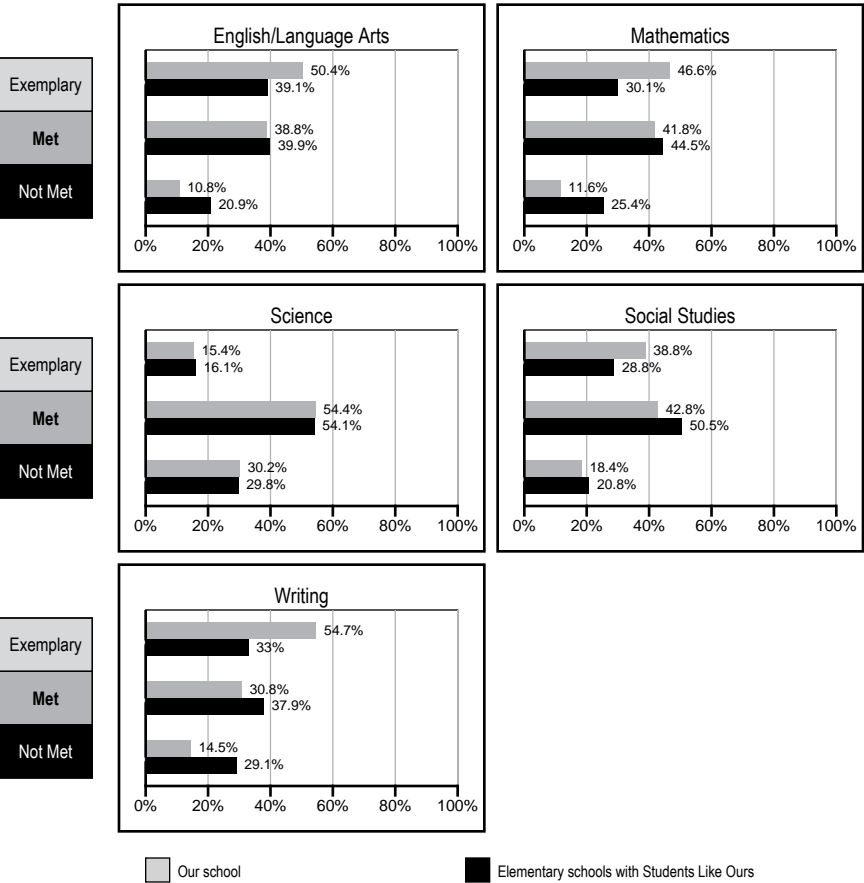
99.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
5	28	64	2	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=518)</b>				
First graders who attended full-day kindergarten	96.6%	Down from 100.0%	100.0%	100.0%
Retention rate	1.8%	Down from 3.1%	1.9%	1.9%
Attendance rate	95.9%	Up from 95.6%	96.2%	96.3%
Eligible for gifted and talented	15.7%	Down from 15.9%	11.1%	10.0%
With disabilities other than speech	7.5%	Down from 9.0%	8.7%	7.7%
Older than usual for grade	0.5%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n=32)</b>				
Teachers with advanced degrees	59.4%	Down from 63.3%	58.6%	59.4%
Continuing contract teachers	87.5%	Down from 96.7%	83.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	96.4%	Down from 98.7%	86.2%	85.9%
Teacher attendance rate	95.4%	Down from 96.0%	95.3%	95.1%
Average teacher salary*	\$50,428	Up 6.7%	\$46,874	\$47,149
Professional development days/teacher	4.7 days	Down from 7.7 days	11.8 days	11.1 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 20.9 to 1	19.1 to 1	18.8 to 1
Prime instructional time	90.5%	Down from 90.6%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.6%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$8,184	Up 8.9%	\$7,217	\$7,458
Percent of expenditures for instruction**	65.5%	Down from 65.7%	68.1%	68.8%
Percent of expenditures for teacher salaries**	46.0%	Down from 59.3%	63.7%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The students, staff, and community of Midland Elementary celebrated another successful and exciting year of learning in 2008-09. We experienced some new advanced levels of academic excellence as we worked toward accelerating learning for all. As a result, the Educational Oversight Committee recognized Midland for the sixth year in a row for "Closing the Gap" between historically at-risk subgroups and majority students. Additionally, the Midland was nominated for being recognized as a National Blue Ribbon School. April Singleton, a fifth grade teacher, was named our Teacher of the Year. Also, congratulations to two staff members who became Nationally Board Certified this year, Michelle Rabon and Cara Rezaii. Our students celebrated reading through our Summer Reading program. Along with that, our students participated in All-State Honor Chorus, District Spelling Bee, recycling, Pre-Algebra, HeadSprout, Read Naturally, and much, much more. Our number one priority continues to be on students and the acceleration for each and every child. With MAP, DRA, and DIBELS, we are able to differentiate instruction to meet the needs of each student. Our number one goal is that every child leaves third grade an independent reader and thinker along with becoming a productive citizen. The Parent Teacher Organization continued to be a very integral part of another successful year. They provided many resources for our staff and students. Some of these resources included technology needs, student celebrations, and decorations for programs, Fine Arts Day, Field Day, Teacher Appreciation, and lots more. The biggest staff development included differentiation through the use of small groups. We had several teachers look at small group instruction and how to bring it within their classrooms. Other staff development included the integration of SMART Boards and early interventions to literacy. We continue to be very proud of our school and community. Thanks for your continual support in a successful year and allowing us to serve your children. Deb Collier, Principal, 2008-09; Debbie Rabon, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	79	34
Percent satisfied with learning environment	100.0%	92.4%	93.9%
Percent satisfied with social and physical environment	100.0%	94.9%	93.9%
Percent satisfied with school-home relations	93.5%	96.1%	90.9%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	243	100	10.8	38.8	50.4	93.5	86.5	82.8	Yes	Yes
<b>Gender</b>										
Male	116	100	12.6	42.3	45	91.9	83.4	79.3	N/A	N/A
Female	127	100	9.1	35.5	55.4	95	89.7	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	212	100	9.9	37.4	52.7	94.1	91	89.5	Yes	Yes
African American	22	100	14.3	52.4	33.3	90.5	74.8	73.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	87	92.3	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.4	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87.5	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	27.6	62.1	10.3	82.8	63.1	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	74.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	150	100	13.6	49.3	37.1	92.9	81.6	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	243	100	11.6	41.8	46.6	90.9	83.7	78.9	Yes	Yes
<b>Gender</b>										
Male	116	100	12.6	39.6	47.7	91	81.9	77	N/A	N/A
Female	127	100	10.7	43.8	45.5	90.9	85.5	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	212	100	8.9	42.9	48.3	93.1	89.2	87.2	Yes	Yes
African American	22	100	28.6	38.1	33.3	76.2	68	66.7	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	89.7	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	78.1	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	81.9	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	32	100	41.4	55.2	3.4	69	53.2	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	76	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	150	100	15	49.3	35.7	89.3	77.3	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	155	100	30.2	54.4	15.4	69.8	73.1	67.5
<b>Gender</b>								
Male	76	100	33.3	50	16.7	66.7	72.2	67
Female	79	100	27.3	58.4	14.3	72.7	73.9	68
<b>Racial/Ethnic Group</b>								
White	140	100	27.6	55.2	17.2	72.4	80.8	79.5
African American	11	100	N/AV	N/AV	N/AV	54.5	51.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	81.1	84.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	60.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.9	71.2
<b>Disability Status</b>								
Disabled	21	100	N/AV	N/AV	N/AV	35	40.3	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	57.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	100	100	35.1	59.6	5.3	64.9	64.3	55.1

**Social Studies**

All Students	158	100	18.4	42.8	38.8	81.6	76.4	72.3
<b>Gender</b>								
Male	79	100	19.2	39.7	41	80.8	75.6	71.5
Female	79	100	17.6	45.9	36.5	82.4	77.3	73.2
<b>Racial/Ethnic Group</b>								
White	135	100	19.1	41.2	39.7	80.9	82.4	80.7
African American	17	100	18.8	50	31.3	81.3	59.2	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85.7	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.5	72.2
<b>Disability Status</b>								
Disabled	25	100	56.5	39.1	4.3	43.5	47.9	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	68.3	67.9
<b>Socio-Economic Status</b>								
Subsided meals	95	100	25.6	47.8	26.7	74.4	68.7	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	247	100	14.5	30.8	54.7	85.5	76.3	70.2	95.9	96
<b>Gender</b>										
Male	118	100	17.1	35.1	47.7	82.9	69.4	63.2	95.9	96
Female	129	100	12.2	26.8	61	87.8	83.3	77.5	96	96.1
<b>Racial/Ethnic Group</b>										
White	213	100	13.8	28.6	57.6	86.2	82.4	79.1	95.8	95.7
African American	24	100	17.4	47.8	34.8	82.6	59.4	57.6	97.4	96.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	83.1	86.2	98.1	97.2
Hispanic	8	I/S	I/S	I/S	I/S	I/S	67.7	62.6	96.4	96.8
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.3	68.7	99.9	95.4
<b>Disability Status</b>										
Disabled	35	100	54.8	29	16.1	45.2	34.2	26.1	96	95.4
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	96.6
<b>English Proficiency</b>										
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	64.6	61.2	97	97.1
<b>Socio-Economic Status</b>										
Subsidized meals	156	100	18.1	40.3	41.7	81.9	68.2	58.9	95.4	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	88	100	3.7	24.4	72	96.3
	4	70	100	15.9	46.4	37.7	84.1
	5	85	100	13.6	46.9	39.5	86.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	88	100	7.3	35.4	57.3	92.7
	4	70	100	17.4	40.6	42	82.6
	5	85	100	11.1	49.4	39.5	88.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	43	100	27.5	62.5	10	72.5
	4	70	100	29	50.7	20.3	71
	5	42	100	35	52.5	12.5	65
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	45	100	7.1	35.7	57.1	92.9
	4	70	100	21.7	43.5	34.8	78.3
	5	43	100	24.4	48.8	26.8	75.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	90	100	8.4	24.1	67.5	91.6
	4	70	100	18.8	37.7	43.5	81.2
	5	87	100	17.1	31.7	51.2	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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